**Olivia McConney**

**Medicine in the Industrial Revolution**

**Some killer diseases of the time. Look at the Powerpoint and fill in the following.**

|  |  |
| --- | --- |
| Measles | This disease often killed or blinded children |
| Influenza | Also known as flu, this disease killed thousands in outbreaks |
| Typhoid | Spread by contaminated water and killed thousands |
| Scarlet Fever | The “red” disease which killed many children |
| Smallpox | This disease scarred or killed many people of different ages |
| Tuberculosis | Also known as TB |
| Typhus | Spread by bites from body lice |
| Diptheria | This disease killed or maimed children |
| Cholera | Spread by contaminated water and killed very quickly and painfully |
| Whooping Cough | Children severely weakened by this and often died from other infections. |

**Dates and Discoveries about Diseases**

|  |  |  |
| --- | --- | --- |
| **Date** | **Person** | **Discovery** |
| 1798 | Edward Jenner | He discovered that if you inoculate patients with cowpox then they would become immune to smallpox. Being inoculated with cowpox also was not as dangerous as being inoculated with smallpox because cowpox is a milder disease. |
| 1850-60 | Louis Pasteur | He discovered what caused diseases: germs. He realized that germs lived in the air and that flies laid their eggs on rotting food. Pasteur collected a bottle of air in Paris and watched as bacteria grew in the flask. He did the same experiment in an area which was not polluted and discovered that bacteria grew more in polluted areas. He proved that bacteria could be killed by heating the liquid in a flask. This killed germs and kept the liquid such as milk fresh. |
| 1860’s | Robert Koch | He discovered a disease found in cattle, sheep and sometimes humans called anthrax. He used experiments along with his team to discover what bacteria caused cholera and tuberculosis. He also realized how you could classify bacteria and grow bacteria. He also discovered a vaccine for rabies. |
| 1880s | Louis Pasteur | He discovered a vaccination for chicken cholera by being asked to find out why chicken were dying on a farm. He did not do well but during the time that his offices were closed during the summer of 1879 some of the chick cholera bacteria was exposed in the air. The bacteria was then weakened and when it was injected in the chickens it had no effect. He also found a vaccine for anthrax and rabies. |

**Describe how Jenner went about developing a vaccine for Smallpox and say why do think that many people thought that Edward Jenner’s methods were wrong?** Edward Jenner first was involved in giving people the smallpox inoculation. According to folklore people who caught cowpox never got smallpox. This made Jenner think that if you gave people a cowpox inoculation then they were most likely not to get smallpox. The inoculation also would not have as much effect on people because cowpox was not as harmful and strong as smallpox. People thought that his methods were wrong because the experiment was not safe and could kill you. After he published his findings using his own money people started reading his paper and it became mandatory that people get the vaccination.

**Surgery before the Nineteenth Century**

**Why was surgery so dangerous before this time and had a low success rate?** Surgery was very dangerous during the 19th century because there were no antiseptics. This meant that after the surgery because they did not know about being clean people usually caught illnesses. They usually died causing surgeries to have a low success rate. Doctors did not know about anesthetics so during the operation the patient was held down. They could still feel the pain but could not take anything for it. The last reason for surgeries being so dangerous was that they did not have blood transfusions so they used cauterization to stop the patient from bleeding but they could not replace blood.

**Final Assessment Task – Who was the Greatest - Pasteur, Lister or Simpson?**

Read the Information about Simpson, Lister and Pasteur in particular. Decide which one you think was the most influential in the development of medicine during the industrial Revolution.

Intro for Freddy’s favourite singer’s obituary. 

[Michael Jackson](http://www.guardian.co.uk/music/michaeljackson), the self-styled King of Pop, who has died suddenly aged 50 after being taken to hospital in Los Angeles, was music royalty – one of its biggest stars and holder, for Thriller, of the record for the best-selling album in history. Eventually, however, his bizarre life-style and personal notoriety eclipsed his talent and his numerous achievements.

You will be writing an obituary for this person to commemorate his life.

* This link is for some current obituaries to show how they are reported. <http://www.telegraph.co.uk/news/obituaries/>

The things that an obituary should have are:

* A photo / drawing of the person.
* **Intro paragraph: …..** died on … at the age of …. He/ she will be remembered for their contribution to the advancement of medical knowledge. Then any other simple info to get people interested in reading on about the life and achievement of this great person.
* **Early life:** Family and schooling and how this might have had an effect on this persons later life and achievements.
* **Professional Life:** Started where – studied where. What were the things this person did that led up to their main achievements
* **Their major achievement/s:** What will this person be known for. What was the situation leading up to their work. Was it chance. Was it the result of a lifetime of work. Was their work recognized in their lifetime or did it have greater effect later on?
* **Family life:** marriage, children. Their death and who they will be survived by.
* **After this:** You need to write a paragraph or two of your own to say why you think this persons contribution was the most important . Here you need to back up your answers with evidence, referring to your research, texts, quotes etc.
* **As ever:** all sources of information need to be documented properly.

|  |  |  |
| --- | --- | --- |
|  | **Achievement level Criterion B: concepts** | **Criterion D: organization and Presentation** |
| Notes and hints | This section is how much you can show the persons role in change – i.e. the advancement of medicine. This means you show an understanding of what it was like before and what this persons achievements led to. To gain higher levels you need to show sophisticated understanding and analysis. | **Audience:** This is for the readership of a new journal entitled “Obituaries of famous people in time”. You will be writing it in the present day to assess the persons role in medicine.  Follow the guidelines above.  Use subtitles if you want  Use captions on photos/ drawings/ cartoons  Use a bibliography  Write clearly. Check spelling and grammar.  **DO NOT COPY** – this must be your own work. Cheating = 0 points and redoing the work. |
| 0 | The student does not reach a  standard described below. | The student does not reach a  standard described below. |
| 1–2 | The application of the concept of  change, is inappropriate. | The information used is not always  relevant; the structure is unclear and  inappropriate for an interview. The  expression is imprecise. |
| 3–4 | The application of the concept of change is sometimes appropriate. | The information used is mostly  relevant; the interview structure  is attempted but is not always  successful. The expression is not  always clear. |
| 5–6 | The application of the concept of change is appropriate but superficial. | The information used is relevant; the  interview structure is appropriate.  The expression is clear and attention  is paid to the audience. |
| 7–8 | The application of the concept of  change, is appropriate and shows some depth. | The information used is always  relevant; the interview structure is  well developed and has a logical  sequence. The expression is clear, concise, effective and appropriate to the audience. |
| 9–10 | The application of the concept of  change, is appropriate and sophisticated. |  |

**Marking Rubric**

Mark

|  |  |
| --- | --- |
| Criteria B | Criteria D |
|  |  |

Teacher Comment

Student Reflection